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ABSTRACT

This sourcebook offers 10 examples of how partnerships between educators and newspapers can play an active role in preparing informed citizens and in making adult education more attractive and effective. The examples are drawn from newspaper-education partnerships in the following countries: Argentina, Cameroon, Mali, Mexico, the Netherlands, Norway, Sweden, South Africa, and the United States. Each project description explains what it is, who reads it, what it has achieved, what lessons have been learned, and who to contact. Projects are as follows: (1) Children Teach Their Parents to Read; (2) "News You Can Use" for Rural Africans; (3) Rural Realities in Local Languages; (4) A Book for the Price of a Newspaper; (5) Reading Newspapers with Newly Literate Adults; (6) Families Read and Learn Together; (7) Easy Reading for People with Intellectual Disability; (8) Easy Reading in English and Zulu; (9) Reaching Out to Immigrants; and (10) A Writing Program for Young Prisoners. Two sources of further information are listed. (KC)

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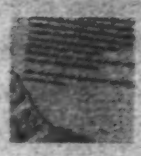
NEWSPAPERS in adult education

a sourcebook



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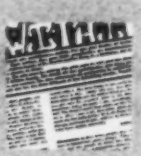

International Consultative Forum on Education for All

World Association of Newspapers

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NEWSPAPERS
in adult education
a sourcebook

International Consultative Forum on Education for All

World Association of Newspapers

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Note to editors and publishers

This book sets out in a very practical way to show how newspapers can make an important contribution to improving adult education and to fighting the scourge of adult illiteracy.

As newspaper executives, we have a duty to help raise educational standards within our societies, whether we live and work in developing countries or in advanced industrialized nations.

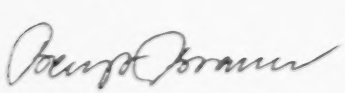
Why? Because high levels of education and literacy are essential to ensure the existence of readers for our newspapers and thus the future of our industry.

But there is a more profound, and less selfish, reason: the democracy and freedom which we defend and promote, and which lie at the heart of our mission, require that the citizens of our countries should enjoy access to the information, analysis and debate which we strive as publishers and journalists to provide each day.

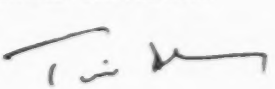
Only with this access, provided by education and literacy, can all men and women play their full role in society and share the fruits of the press freedom which underpins our democracies.

The World Association of Newspapers is proud to be working together with the International Consultative Forum on Education for All to promote the role of newspapers in many of its initiatives.

Bengt Braun
President, WAN



Timothy Balding
Director General, WAN



Note to educators

Reading a newspaper – an everyday habit of millions of people around the world, a habit that requires and reinforces basic literacy skills. Yet this readily available and easily affordable teaching tool is often overlooked by educators, including those who work with adult learners.

When properly used, newspapers and magazines can efficiently promote learning, critical thinking, creativity and resourcefulness in learners of all ages. Newspapers provide a stimulating complement to textbooks, readers and reference books, and they help students establish lifelong reading habits. They can be used as 'living textbooks' to bridge the real world and the classroom, encouraging learners' involvement in their community and in society at large. Studies have shown that using newspapers in education helps students increase their vocabulary and comprehension. This innovative teaching tool is currently successfully used in schools in some thirty countries all over the world.

This year marks the fiftieth anniversary of the Universal Declaration of Human Rights. What better way is there for educators to actively promote freedom of expression and democracy in their countries than by working hand in hand with newspapers? We believe that a partnership between educators and newspapers can play an active role in preparing informed citizens and in making adult education more attractive and effective.

This sourcebook offers many interesting examples of how this co-operation can work.

The International Consultative Forum on Education for All welcomes this product of its continuing collaboration with the World Association of Newspapers to promote basic education in countries around the world.

Michael Lakin
Executive secretary, EFA Forum

Children teach their parents to read

Diario Los Andes

"Now I dare to talk to the school principal, I'm not afraid to speak up any more."

Miguel, agricultural worker

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WHAT is it?

"Children teach their parents to read with the help of a newspaper" is an adult education project started by two teachers in the "Comandante Luis Piedrabuena" school, Mendoza, Argentina. Having participated in a training programme run by the newspaper *Diario Los Andes* on how to use newspapers in education, the teachers decided to use this method also for illiterate parents.

Working with a newspaper, some of the following assignments are given to the children and their parents together:

- Look through the paper to identify its major parts
- Identify what is advertisement and what is editorial text
- Look at the photos and talk about them and what feelings they provoke
- Write various captions for a photo, one comic, one sad, etc
- Learn how to count using numbers in the paper, etc

WHAT lessons have been learned?

The teachers found that parents were stimulated by the idea to learn how to read and write in order to be able to help their children in school.

WHO participates?

Agricultural workers, mostly illiterate quichua-speakers, who have children, aged 6-8, enrolled in the school and in the newspapers in education programme.

WHERE does the money come from?

The training for the teachers as well as the newspapers and other materials were provided free of charge by *Los Andes*, as part of their newspapers in education programme. The provincial government paid for the teachers' extra hours.

WHAT has it achieved?

The success of the project is not simply educational; it is also social. Participants not only learned how to read and write, but also to inter-act and to speak up. One of the objectives was to socially integrate these parents who come from a different cultural background (quichua) and help them establish contacts with the school authorities and with other Spanish-speaking persons. An additional benefit of the project was that all participants' children succeeded better in school and no one had to repeat their class.

WHO to contact?

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Cameroon

"News you can use" for rural Africans

La Voix du Paysan

LA VOIX DU PAYSAN ENGLISH

A Monthly Publication on News and Discussions On The Rural World (Published in English and French)
Publisher: Bernard NJONGA • No 030 • JANUARY 1998 • 200 FCFA

FARMER PRODUCTION SERIES

Pineapple cultivation

Possible Juicy Business

To succeed in this venture, start preparing your farms NOW!!! Our Technical Slip will be an excellent guide.
Find it on Pages 6,7 &8

TIT BITS

Make your salt lick, soap and tomato paste P. 5

RURAL ECHOES

- **Kupe Muanenguba : Timber exploitation disturbs villagers** P. 19
- **Manyu : Floods deprive farmers of cocoa** P. 19
- **FIMAC suspends 3 divisions** P. 21
- **Bui : Mbiame cattle market re-opened** P. 20

FEATURE

ACROSS THE MUNGO

The Mungo bridge is more than just a landmark entrance into English speaking Cameroon. Below it definitely flow waters inside which cultural cleavages can be washed off. The rest of our special on the South West province, features the particularities of Manyu, Lebialem, and Meme divisions. Ride with us.

P. 13-14

HEALTH AND NUTRITION

A cheaper way of treating measles and other recipes P. 24

Are you amongst the last winners for the quiz ? Find out. P. 7

"La Voix du Paysan is my doctor. I consult it every month for 2 francs and get a suitable prescription!"

Mathieu Bogni

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WHAT is it?

La Voix du Paysan is a 24-page monthly tabloid which was launched in Yaoundé, Cameroon, in 1988 by the non-governmental organization Grassroots Initiatives in Development (SAILD in French). The editorial committee included farmers and the editorial line was agreed on with selected residents from the three main rural zones in Cameroon.

The goal of the paper is to bring useful information to a majority of the rural population in Cameroon and neighbouring countries Gabon and Chad, to inform non-farmers on who farmers are and what they do, and to provide a tribune for debate on rural issues.

Articles published in *La Voix du Paysan* try to answer the questions: Is this useful for farmers? and: Where is the farmer's place in this article? The principal rubrics are: 'Rural Echoes' (news from around the countryside); 'Technical Slips' (technical matters simply explained); Health and Education; Economic News and Debate.

La Voix du Paysan has a network of rural correspondents all over Cameroon and partly in Gabon and Chad who bring the paper to newsstands situated in local shops, churches or non-governmental organization offices.

It is published in two languages: a French edition of 20,000 copies and an English edition of 6,000 copies, of which 75 per cent are sold at 200 francs CFA or 2 French francs.

WHAT lessons have been learned?

The number of copies sold in rural areas indicates that farmers will buy newspapers if they address issues they are concerned with. The editors strongly believe that there is a place for newspapers in rural Africa. These should be well-targeted and only try to meet the needs of farmers.

WHO reads it?

The readership consists mainly of farmers, livestock breeders and agricultural technicians, as well as researchers, civil servants and decision-makers.

WHERE does the money come from?

The French edition of *La Voix du Paysan* is financially backed by SAILD. SAILD and the European Union provide 75 per cent of resources for the English edition, which generates the other 25 per cent from sales.

WHAT has it achieved?

Feedback from readers – around 100 letters per month – suggests that *La Voix du Paysan* is valued for both the practical advice and informed debate in its columns. Readers use the paper to improve existing activities and practices and initiate new ones.They also keep old copies for consultation and there is a thriving market in back issues or single issues missing from collections. The paper has developed an advisory role for farmers, who send in their questions. Some of them testify to having improved their yield by applying what they have read in its columns.

WHO to contact?

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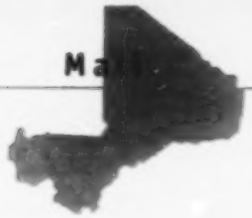


Cauris

Rural realities in local languages

Il n'y a pas de mal social qu'une liberté organisée ne saurait guérir.

CAURIS MAGAZINE

Prix Mali : 500 F CFA Etranger : 1000 F CFA

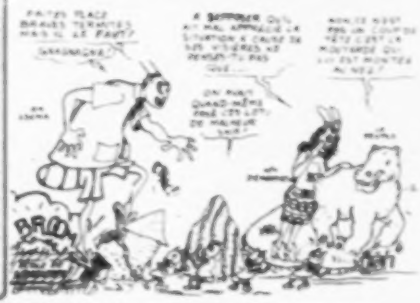
Mensuel malien d'informations économiques et sociales — Dossier N °3- Juillet- Août 1995

EDITORIAL

Le foncier : de l'indifférence à la préoccupation!

Par Chiffonne COULIBALY

FONCIER et GESTION desRessources Naturelles



"Now we know what is going on outside our community."

Sidi Diakité, Farmer

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WHAT is it?

Cauris, a weekly economic and social newspaper, was founded in June 1990, when Mali was still a dictatorship, to introduce its citizens to objective news reporting.

Until 1994, Mali had the lowest enrolment level in the world and a declining literacy rate, partly due to lack of material for the newly literate. *Cauris* revealed the reasons behind the fall in school enrolment in rural Mali and has since covered many aspects of formal and non-formal education.

Some leaders wanted national language versions of *Cauris* available in rural communities. But although a majority of farmers surveyed were in favour of political reporting, legislation forbade newspapers in national languages from covering politics. In June 1991, following political change, *Cauris* attempted a trial run in the Bambara national language with *Kalamène (The Torch)*. The Bambara edition is now published regulary.

WHO reads it?

Rural communities in Mali, as well as intellectuals and decisior-makers.

WHAT has it achieved?

The training and information programme that was set up through the Abu Bakari II co-operative includes *Cauris*, an association for strengthening democracy in Mali (ASARED) and the ten largest farmers' organizations in the country. The training and information programme is based on the distribution of *Cauris* in four national languages: Bambara, Fulani, Songhai and Arabic. To ensure that rural people can be involved in producing the newspapers, each national language version will be produced in the region in which the language is most widely spoken and the different versions will be co-ordinated at *Cauris* head office. In order to facilitate communications, an intranet system has been set up. For the moment, only the Bambara version has been published but everything is ready for the Songhai version to come out.

WHAT lessons have been learned?

The publishers learned that distribution in isolated regions is impossible without the full involvement of rural organizations. Articles need to be written directly in Bambara and not translated from French. Above all, it is vital to involve rural organizations in both the design and the distribution of the paper to give them a sense of ownership so that the national language newspaper can eventually be taken over by local people, To this end, a training and information co-operative was set up.

WHO to contact?

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Home tel: (223) 23 81 92;
E-mail: cauris@malinet.ml

Mexico

Periolibros

A book for the price of a newspaper

"I have discovered all sorts of authors and illustrators I never knew existed."

Juan Carlos, Mexico City

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WHAT is it?

Periolibros, a monthly publication featuring prose and poetry by outstanding Spanish and Latin American writers and illustrations by well-known artists, started in 1992 and ran for five years. During this time it was produced, promoted and distributed all over the Ibero-American region through a network of national newspapers. This initiative aimed to promote the democratization of reading, the strengthening of regional cultural identity and the process of cultural integration. It did this by making available low-cost, high-quality reading material for the general public on a scale seldom seen before. The newspaper network put an average of 4 million copies per month into circulation. More than 120 million copies from 38 titles were thus distributed in an unprecedented publishing effort. A special Arabic-Spanish bilingual issue of *Periolibros* featured the work of two Nobel Prize-winning authors, Gabriel Garcia Marquez et Naguib Mahfouz. In 1997, the project was launched in Arabic-speaking countries.

WHO reads it?

The readership consisted mainly of low-income families all over the Ibero-American region. *Periolibros* was also distributed to schools, teachers and libraries.

WHERE does the money come from?

Periolibros was financed by the Fondo de Cultura Economica, a Mexican publishing house and the participating newspapers, and supported by UNESCO.

WHAT has it achieved?

The main objective, to 'democratize' reading, became a reality. *Periolibros* was a book available at the symbolic cost of a newspaper, and millions of families throughout the region gained access to quality reading. An Arabic version of the project has been launched in over twenty countries. The project was succesfully adopted by twenty newspapers in the Arab states.

WHO to contact?

German Carnero Roqué, Director, UNESCO Mexico
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E-mail: mexico@unesco.org
attn. Carnero Roqué

Nieuwsblad van het Noorden

Reading newspapers with newly-literate adults

NIEUWSBLAD van het NOORDEN
werkkrant voor volwasseneneducatie 6
Noorden bijt spits af bij stakingen in onderwijs
Vandaag 8 pagina's
Leger controleert het vliegveld Sarajevo
Ierse bisschop Casey bekent liefdesaffaire
KORRE
NOG EVEN EN IK KAN VOORDELIGER HEROÏNE GAAN KOKEN
Colofon

> *My wife said: 'It's not possible. You had problems reading small words and now you read newspapers!' Of course, I skip words, but I understand the articles I'm interested in.*
>
> *Maarten Van Koten, participant in the programme*

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WHAT is it?

'Reading newspapers with newly-literate adults' is a project developed by Het Noorderpoortcollege, a school for adult education, and *Nieuwsblad van het Noorden*, a regional paper in the north of the Netherlands. They developed special materials for learners to practice reading skills and extend the motivation to read newspapers. Three booklets used interesting, unusual easy-to-read articles from newspapers, with titles like "Mother Beats Boxer With Shoe". A fourth examined people's attitudes towards reading the paper.

In the Netherlands, 4 per cent of adults (400,000) have difficulties in reading and writing. More than 50 per cent of Dutch illiterates are unemployed. The government developed a programme to strengthen the motivation of learners to read newspapers and develop special reading strategies for new-literates.

The *Nieuwsblad van het Noorden* provides the opportunity to see how a paper is written and printed, and to understand the mysterious process by which the words appear on the page. By talking to journalists, the learners discover how news items are chosen and articles pieced together. A learning package in the form of specially adapted newspapers, which resemble the real thing, prepares newliterates for this visit. They help the learners to use selective reading and other strategies. For example, since newspapers are an important source of information for job-hunters, the *Nieuwsblad van het Noorden* together with a government employment agency produced a special newspaper on how to read the job columns. They then move on to the 'real' newspaper to practise what they have learned.

The books, learning packages and special newspapers are sold to other adult education institutions and libraries.

WHO uses it?

Dutch-speaking adult new-literates aged 18-60 who are able to read a few words (level 1) and easy sentences (level 2).

WHAT has it achieved?

In 1997, the Ministry of Education, Culture and Science established educational goals for illiterate adults in relation to newspaper reading. This means that every illiterate has the right to learn to read a newspaper. Every school for adult education in the Netherlands will include newspaper reading in their curricula. The Noorderpoortcollege is developing modules for this with KIK, the Dutch organization for newspapers in Education.

The University of Groningen is researching the way adults work with reading strategies. Research of everyday practice with real newspapers is the next step.

WHAT lessons have been learned?

Now that the Ministry has laid down guidelines on the use of newspapers in adult education, educational publishers are developing books on the subject. Teachers still favour books as teaching aids and there is a danger that they will stop using real newspapers. Those at the Noorderpoortcollege have agreed to continue using authentic newspapers. Another danger is that new-literates will learn to read newspapers at school but fail to read them at home. The Noorderpoortcollege is preparing a module to address this problem.

The co-operation of real newspapers is essential because it is only by reading newspapers that one learns how to read a newspaper.

WHERE does the money come from?

The Noorderpoortcollege (and the Ministry of Education), *Nieuwsblad van het Noorden*, grants, publishers, KIK and from sales of the books.

WHO to contact?

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Families read and learn together

Newspaper Chat

NYNORSK

Familien les
les og lær saman

Les lenkje diskutere engasjere

«Den kjende forfattaren Roald Dahl har sagt at alle barn fortener foreldre med GNIST. Med det meiner han foreldre som bryr seg. Om å snakke med barn. Om å følgje med i det som skjer. Om å dele håp og sut med ungane. Foreldre og barn som kastar avisa frå seg og seier:
«Dette må vi gjere noko med!»
Men først må vi vite om det. Og det står i AVISA.
Følg med.» Magne Raundalen.

«Det tek stor plass på kjøkenbordet når vi les aviser.»
Marianne Jenssen

familien les - aktiviserer heile familien

AVIS I SKOLEN
familien les

> *"We feel more involved with each other and society when we read the paper as a family."*
>
> *M. Larsen, Oslo*

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WHAT is it?

"Newspaper Chat" is an offshoot of the Norwegian Newspapers in Education Programme. Launched in 1990, it addresses problems such as media violence and young people's reading and viewing habits, as well as a growing sense of alienation in children in Norwegian society. The programme is introduced at parent-teacher meetings and starts with a series of family meetings in schools. Newspaper in Education instructors (teachers with special training) get parents to talk about their own media habits and how they could interact with their children in relation to the press. Meanwhile, the children are invited to prepare a news quiz for their parents using the daily paper. In between meetings, free newspapers are distributed to children where possible, and families are encouraged to read and discuss the news together daily. Some suggested activities:

- Look for news from your area. Where do things happen? Use a map.
- What news is most interesting today? Explain why to the rest of the family.
- Help each other to find out what difficult words mean.
- Talk together about a photo from today's paper.
- Is there a good cartoon in today's paper? What is it about?
- Look at the TV and radio section. What can you watch together?
- Examine advertisements and prices. What are the bargains?
- Make a news quiz from the week (a good Saturday activity)

WHO participates?

The programme is designed for parents and their primary school-age children.

WHAT lessons have been learned?

The main challenge for the programme is to fully involve the instructors. In regions where the project was planned and tried out, the instructors felt involved with the idea, but it was more difficult to convince those who were not involved from the beginning, who missed out on that sense of ownership.

WHAT has it achieved?

Several hundred family meetings are held every year. No evaluation has been made yet, but the objectives are to stimulate parents to read together with their children, to create greater awareness on matters related to society, to enhance reading and writing skills, to encourage discussion. Most families say it is a positive experience. All parties get involved, and families develop something in common that they can do together

WHERE does the money come from?

The family programme is fully financed by the Norwegian newspapers publishers association.

WHO to contact?

Avis i Skolen, Norske Avisers Landforening,
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Fax: (47) 22 86 12 01

Sweden

Easy reading for people with intellectual disability

8 sidor

8 SIDOR
Nummer 4 LÄTTLÄSTA NYHETER 21 januari 1998

Påven kommer till Kuba

Hannes i de trasiga kläderna tittar på en tidningsbild.
Det är en bild på påven.
Johannes Paulus den andre.
Påven är ledare för den katolska kyrkan i världen.
Han kommer till Kuba.

Påven besöker många länder.
Men besöket i landet Kuba är extra viktigt. Här har religionen varit förbjuden i många år.
Det är sedan dess som kubanerna fått att tro på Gud igen.

Landets ledare Fidel Castro tog makten 1959. Han tvingade då kyrkan att arbeta. Han förbjöd också andra politiska partier än kommunistpartiet. Människor som tyckte annorlunda hamnade i fängelse. Många flydde till USA.

71-årige Castro bestämmer fortfarande allt i sitt land.
Men nu får påven komma på besök. Castro vill visa världen hur snällt han har blivit och hur bra folket har det.
Det är inte riktigt sant.
Kuba är fattigt och många vill ha en ny ledare.

Hetta tusen journalister kommer till Kuba för att bevaka påven.
Det är viktigt vad han säger.
Katolik säger påven något om fattigdomen och om hur vi ska se de som tycker annorlunda.
Folket på Kuba hoppas att de får det bättre efter påvens besök.

Fidel Castro är Kubas ledare.

Påven besöker Kuba.

En man tittar på en tidning med bild av påven.

Gotland får ny landshövding

Gotland får en ny landshövding i vår. Hon heter Lillemor Arvidsson.
Lillemor Arvidsson blev känd och populär när hon var fackföreningen Kommunals ordförande.
Hon var också med i socialdemokraternas partistyrelse.
Arvidsson blev osams med sitt parti när regeringen ville sänka sjuklönen.
Hon slutade i partistyrelsen.

– Jag har aldrig varit rädd för att säga vad jag tycker och tänker, säger Lillemor Arvidsson.

För tre år sedan fick hon magsår av allt jobb och slutade som ordförande för Kommunal.
I mars börjar hennes nya arbete som chef för Gotlands länsstyrelse.

Lillemor Arvidsson.

Mona Sahlin blir skolchef

Mona Sahlin blir ny chef för skolan Bommersvik.
Skolan ägs av socialdemokraternas ungdomsförbund, SSU.
Mona Sahlin var förut minister i regeringen men fick sluta.

Uppsala blir utan prinsessan Victoria

Victoria flyttar till USA för att gå på ett universitet där.
Victoria ville studera i Uppsala men ändrade sig.
Hon vill slippa alla journalister.
Victoria behöver lugn och ro för att bli ifrån från sina utpressbrev.

Marie-Louise Ekman är humorist och gör vad hon har lust till. Läs mer på sidan 8.

"Since we started reading 8 Sidor *at our day centre, the workers express opinions and take an active part in what happens here. I'm convinced it is because we read* 8 Sidor *together."*

Gerd Karin Nordlund

Staff member at a day centre for people with intellectual disability

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WHAT is it?

A weekly publication with a tabloid format, *8 Sidor* first appeared in 1984. It is written for – not about – people with intellectual disability, to give them accessible reading materials. *8 Sidor* is modelled on a "normal" newspaper. It is sold by subscription only and is also available on tape.

A typical issue of *8 Sidor* consists of:

The front page with the most recent news; a page of reviews (movies, plays or exhibitions); a page of world news; two pages of national news (Sweden); a sports page; a letters page with an opinion piece and the back page (crossword puzzles, recipes and other short items).

WHO reads it?

8 Sidor was started for, and has always been for, people with intellectual disability. Nevertheless, it has attracted most of its readers from other groups.

In 1997 *8 Sidor* had 5,500 subscribers (70 per cent of them teachers) with a total of 11,500 subscriptions broken down as follows.

- 35 per cent in primary schools
- 15 per cent in group homes and day centres for people with intellectual disability
- 15 per cent in schools for adults
- 10 per cent in school libraries
- 10 per cent in schools for immigrants

WHAT has it achieved?

Today *8 Sidor* is well known and established in schools. A lot of work goes into a project whose goal is to introduce *8 Sidor* to all group homes and day centres where people with intellectual disability live and work.

WHAT lessons have been learned?

Perhaps the most important lesson is that a great many people need a newspaper that is easy to read and easy to understand, but for different reasons. For schoolchildren, *8 Sidor* is an introduction to 'real' newspapers: it's a publication they can use before they have learned to read properly. For immigrants, *8 Sidor* is ideal reading material as it presents current affairs in their new language.

Another lesson is not to count on readers to discover and subscribe to an easy-to-read newspaper on their own. Intermediaries are vital. Most of the people who read *8 Sidor* get the paper through an intermediary

WHERE does the money come from?

40 per cent of revenue comes from sales;
60 per cent from government subsidies.

WHO to contact?

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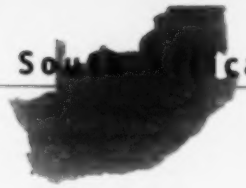

Learn with Echo

Easy reading in English and Zulu

Learn with ECHO

Mondi Paper
PUTS EDUCATION IN EVERYONE'S HANDS

News

France are world soccer champions

The soccer World Cup is over! France are the world champions. They beat the defending champions Brazil 3 - 0 at the finals on Sunday. Croatia, who played at the World Cup for the first time, took the 3rd position. This is good for a country that was not expected (*okwakungalindelekile*) to make it to the second round.

We are proud that our Under 14 soccer squad beat both France and Brazil in France (*Nazibili Bashemnyama!*)

Amagama amasha

Kunamagama ak'khe ngilamuka ngesiNgisi abantu abangani okuthi basiwathint bathuto ngesiZulu. Uma kukhona amagama ongemasi ongazitoli yawo ngesiZulu, wathumele kithina, sizowadlulisela eMnyangweni wesiZulu.

Today in *Learn with Echo*

- Our names: Khumalo
- My own business
- My own business
- Mthonjeni: Umkhangelo wezimbali

Our names

Khumalo

Khumalo. Mntungwa. Mbalo's. Mzilikazi kaMashobane. wena owadla amanda amaningi ngendlabu. Wena mashobane simkomo zaka Shaka esikhalagobele wamnaka engcele.

The name Khumalo is always linked (*ilizhwi nomuzwa*) with people who are brave. This is because of the famous leader of the Khumalo name who was called Mzilikazi. He was the son of Mashobane who was also known as a very brave man. Why are these people known as brave and strong? Where do they come from?

The Khumalo people originally came from what was known as the Eastern Transvaal. This area is now known as the Mpumalanga province. Many of them came to settle in northern KwaZulu Natal. They became a very strong tribe under Mzilikazi.

The Khumalo people were very respected by King Shaka after they defeated Zwide twice. After some time the respect that Shaka had for the Khumalo people turned into hatred (*enzondo*). Shaka did not like to have someone near him who was strong and powerful. He decided to send Mzilikazi to fight the BaSotho people with an army that consisted of many old men. Mzilikazi realised that this was a plan by Shaka to get him killed by the BaSotho. He made a plan to save himself from the BaSotho people. He was able to come back with lots of cattle from the BaSotho people. But he did not give all of the cattle to Shaka as he was expected (*zawulindelekile*) to do. He told many stories to Shaka about where the other cattle were coming. This is where the Khumalo clan name (*isithakazelo*), "*wena owadla amanda amaningi ngendlabu*" came from. He took many cattle for himself while Shaka waited for the cattle to come.

Shaka was angry when he found out that Mzilikazi was not bringing the cattle. Mzilikazi took his followers and went to settle in what was called KwaNdebele in the Northern province. There he fought many wars with the Voortrekkers (*amaBhunu zethulele ukuphathwa amaNgisi*). At the end he settled in what is today called Zimbabwe. The Khumalo people are found in an area that is known as Matebeleland. They are still very respected as brave people there.

Today the Khumalo people are found in many different places. But there are many Khumalo people in Newcastle, Ladysmith and Vryheid areas. You can also find some of the Khumalo people in Maritzburg and surrounding areas. Some of the Khumalo women are known for their short tempers (*bamvinke*) only when someone has done something wrong.

Khumalo people are also known to be very close to each other. They don't let each other down and they work very hard to get what they want. Mntungwa, wena kaMzilikazi kaMashobane, Lobengula. These are some of the clan names that are used for the Khumalo people. They are related to Mabaso.

Jabu Khumalo works at the Centre for Adult Education

RICHARDS BAY MINERALS

> ***"We were very pleased when* Learn with Echo *taught us how to vote before the elections in 1994. That really opened our eyes."***
>
> ***Bonginkosi Zuma***

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WHAT is it?

Learn with Echo is an adult basic education newspaper supplement which was started in September 1990 and has continued since then in weekly issues of four pages each. It aims to make adult basic education material widely available and highly accessible to adult readers with less than a complete primary school education. 50,000 copies of *Learn with Echo* are produced each week, of which 23,000 are distributed free in townships in KwaZulu-Natal, and 27,000 are inserted in the Thursday edition of *The Natal Witness*, Pietermaritzburg's daily newspaper.

The main objectives of *Learn with Echo* are: to develop the home as an arena of learning, to support the culture of learning, to affirm the mother tongue as a language of learning, to provide access to English, and to promote open learning.

WHO reads it?

Adult readers with less than a complete primary school education (minimal to seven years) who might or might not be in Adult Basic Education classes. Readership of *Learn with Echo* is estimated at about 370,000. Research shows that each copy is read by 5.9 people, that 70 per cent of the readers are adults, 94 per cent speak Zulu at home, and 63 per cent are female.

WHAT has it achieved?

As a medium of adult education and family literacy, *Learn with Echo* communicates public information and education messages to educationally deprived adults in the region. Voter education material for the national elections of 1994 and local government elections of 1996 exemplified this. *Learn with Echo* carries material on life skills, environment, primary health care, consumer education, culture, human interest, child care, pre-schooling, easy reading, regional history and learners' writing. Current series include a consumer awareness one on hire purchase, and another on the origin and social history of Zulu surnames. Recent feature pages have focused on abandoned babies, ordinary peoples' views on crime and political change, and life in prison. The most successful feature of *Learn with Echo* since its inception has been a comic strip about the adventures and misadventures of Mkhize, a fictional local character whose popularity has far outstripped the ambitions of his creators.

WHAT lessons have been learned?

It is important not to be too serious. Readers seek out the newspaper more eagerly if there is something purely humorous and entertaining in it and characters they can identify with.

Readers also respond to invitations to write to the paper and are honoured to get a personal reply. Controversial or radical ideas can be introduced through quotations and interviews. The editors do not ask, "What can we tell the readers this week?" but "What can the readers tell us, and each other?

WHERE does the money come from?

Learn with Echo is financed by local and international funding agencies. Two large South African companies bear the printing costs, and production costs over the last eight years have been met by the Canadian Embassy, the United States Agency for International Development (USAID), the Joint Educational Trust (JET), the World University Service (WUS), and the German Adult Education Association (DVV/IZZ). These donors provide grants for specific periods, usually three years. *Learn with Echo* has received the maximum support allowed by most of them and is currently facing a funding crisis.

WHO to contact?

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Reaching out to immigrants

Daily Breeze

LIFE/ARTS B8
...et your own ...ace on a hike

SOUTH BAY B1
What goes on at surf festival

LOCAL/METRO A3
Eastview school bill put on hold

LIFE/ARTS B8
You can sail the Web, too

A COPLEY NEWSPAPER
Torrance, California
104th year/Number 213

Daily Breeze

25¢
THURSDAY
July 30, 1998
© 1998 The Copley Press Inc.

HELP A FRIEND LEARN ENGLISH

By Ellen Stone and Carole Silva

Today's word: cold

Say today's word to your friend: ***cold***

Your friend repeats: ***cold***

You: *Here's how to use* ***cold****. Ice cubes are very* ***cold.***

Your friend repeats: *Ice cubes are very* ***cold.***

You: ***Cold*** *means low temperature.*

You: *Other words for* ***cold*** *are icy, chilled, frosty.*

Your friend repeats: *icy, chilled, frosty.*

Now do this with your friend:

Find the names of cities at the beginning of each story, below the headline, in this newspaper. Is the weather **cold** in these cities now? How do you know? Also, sometimes when people are sneezing and have a fever, they say they have a **"cold."**

Ellen Stone is an education writer.
Carole Silva teaches adults from many countries to read English.

"My parents are from Colombia. They see the Learn English column in the **Daily Breeze**, *and it reminds them to get started on reading the newspaper and practising their English."*

Herman Rengifo, Computer Analyst

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WHAT is it?

"Help a Friend Learn English" is a word-a-day column featuring an American idiom or basic vocabulary word. It connects each day's word to a specific part of the newspaper – a headline, the sports section, entertainment, weather, employment ads, a news story on a specific page, display ads, photos. The column includes the definition of the word in non-dictionary language, a "visual" usage sentence, synonyms, and a delightful newspaper application of the day's word to use in helping another adult acquire English.

Each word has a purpose. The word is appropriate for a new speaker of English or a native speaker who is a deficient reader. Words are presented randomly since vocabulary acquisition is non-sequential. The meanings include: basic functional words, survival words, career words, parenting words, health words, citizenship words and American slang.

The column uses questions to stimulate dialogue, focuses attention on a specific part of the newspaper, introduces American culture in small chunks, and uses the day's word in different forms for grammar in context.

The feature is two columns wide by four inches deep, text only. Newspapers format to their own specifications. The complete package of 890 word-a-day features is available on disk.

WHO reads it?

Adults who want to increase their vocabulary of American idioms and basic English. Teachers have collected the daily features and used them with students in adult schools and some high schools. Feedback from newspaper readers included a manager at a trucking company who used the feature with the drivers each day and a woman with a heavy accent who said the feature was the "only reason I buy the newspaper." One of the authors supervises university students preparing to become teachers. She also used the feature as part of the instructional programme. They reported that the students in their practice-teaching classes enjoyed this newspaper feature.

WHAT lessons have been learned?

Newspapers can easily serve the needs of readers eager to improve their English vocabulary.

WHERE does the money come from?

Newspapers purchase the feature from the authors. $1,800 for the complete series of 890 features.

WHO produces it?

Carole Silva and Ellen Stone. Carole is a reading specialist who has taught kindergarten through adult levels. She served as a director of the California Reading Association and is the author of journal articles. She currently instructs in a teacher preparation programme at California State University, Los Angeles. Ellen has been a Newspaper in Education (NIE) manager for more than six years. She holds a degree in journalism and writes education features while teaching English and journalism. She is the author of eleven curriculum guides for using the newspaper in the classroom

WHAT has been achieved?

The feature ran for 890 days in newspapers in California, Oregon and Canada, fulfilling the mission of the authors to introduce new speakers/readers of English to the American newspaper through amusing vocabulary activities.

WHO to contact?

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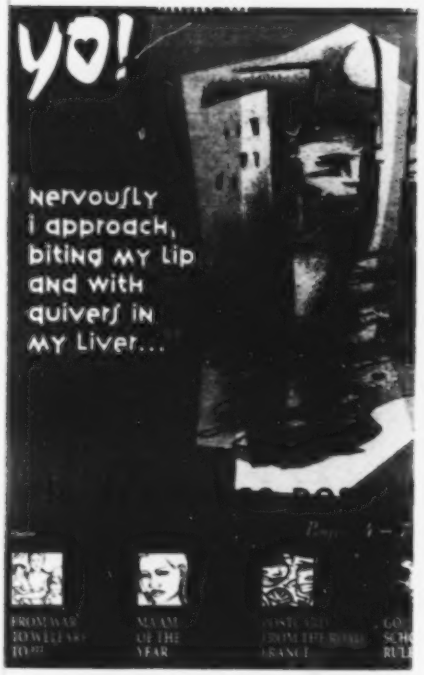
United States

The Beat Within

A writing programme for young prisoners



Jan. 19th-23rd 1998
Volume 3.4
TheBeatWithin
A Weekly Newsletter of Writing and Art from the Inside
THE BEAT WITHIN
The ups and downs of Flossin'
EDITOR'S NOTE: This week our contributors debate the ups and downs of materialism, or as they would say 'flossin.' Beat writers also give their perspective on homelessness and how they would solve this dilemma. And in honor of Dr. Martin Luther King Jr.'s birthday, our writers share what the late civil rights leader means to them.
The Beat is growing. We will soon be adding the girls unit in 150 and the detainees in San Jose Juvenile Hall to the Beat Within family. We thank all our contributors and hope you will continue to share your perspective in our readers. We also encourage all counselors to submit their writing to the Counselors' Corner. Look out for the Beat Without in the following weeks. Peace!
Materialism is something that people will kill for, this people will risk their freedom for, 'some people like' having nice things. Everyday I'm told [illegible] to make them, others feel better. Some people wear clothes that material things are the only things in the world. But on the flip side, I like to go buy some quarter sneakers and a pea [illegible] from there that benefits me, besides make me look like you're better! The same is true [illegible] when you have an earring in your nose. Spend your bread on what you need, not what you want.
Young Slim Mack aka KORE LCRS
Materialism is part of society. [illegible] we all want the material things. I think in the world, everybody wants a material materialism. The reason why I like material things because I see them all the time. Either something that I wouldn't want to get it. So that's when you have a want, I think it is a need. If you don't have material things you don't have much. People today don't respect you more material things can be. Everybody is something is everybody would want a leather jacket. It's a need, not a want.
La Loca Exel G1
Materialism ain't [illegible] I'm not [illegible] when [illegible] people [illegible] I'm not [illegible] I'm not [illegible] I'm not

What is it ?

"The Beat Within" is the section of a monthly youth newspaper that contains writing and artwork by young adults held in detention facilities—both adolescents in centres for juveniles and slightly older young people in jails or prisons—in the San Francisco, California, region. In addition, nearly 400 of the detainees choose to attend one of 20 writing workshops offered each week. The project began in 1995.

The newspaper, *YO.*, has a 52,000 circulation and is published by the Pacific News Service, an 18-year-old collaboration of writers, scholars, journalists, film makers and graphic artists dedicated to bringing new ideas, images and conversations to the public forum. In addition, a larger selection of the work appears in a weekly 8-page 'zine (or "hip" newsletter).

The writing workshops are run by a professional writer and one or more editors or writers who are sometimes detainees themselves. Workshops last 45 to 90 minutes and focus on two or three questions about personal experience, news events or general societal issues. After a group discussion, Beat staff talk one-on-one with as many participants as possible, often transcribing their words when they cannot or will not write, or simply discussing the ideas.

WHAT lessons have been learned?

The workshops teach the young people two things: how to differentiate their own experiences and make them relevant to the larger world, and how to communicate more clearly and powerfully. Thus, it was important to make it clear at every workshop that writing that favours violence, is self-incriminating, disrespects staff or uses foul language will not be published.
The combination of writing and workshops has allowed the staff to establish positive, and sometimes lasting, relationships with the young adults as they "do their time".

What has it achieved ?

Organizers feel the programme has helped all partners break through the idea that the young detainees were irredeemable. The approach in its distilled form offers a very simple formula: bring professionals from the field of communications together with young adults who don't know if they have a voice to create ongoing conversations. To ensure the conversations will last and have a point, they develop a publication together. As work continues, it becomes clear that neither the professionals or the detainees can produce this alone, which ensures a continuing, reciprocal relationship.

Where does the money come from?

A total of 26 foundations.

Who participates?

Participants range from juvenile offenders as young as 12 to adult offenders up to about 40.

WHO to contact?

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To further information, please contact:

The INTERNATIONAL CONSULTATIVE FORUM ON EDUCATION FOR ALL

is the inter-agency body established to guide and monitor follow-up action to the WORLD CONFERENCE ON EDUCATION FOR ALL: MEETING BASIC LEARNING NEEDS, held in Jomtien, Thailand, in March 1990. The EFA Forum, as it is generally known, periodically brings together senior policy-makers and specialists from developing countries, international and bilateral development agencies, non-governmental organizations and foundations. At its first meeting (Paris, December 1991) the EFA Forum focused on the prospects of achieving universal primary education. At its second meeting (New Delhi, September 1993), the EFA Forum examined the prospects of providing quality education for all. The third meeting (Amman, June 1996) reviewed overall progress towards EFA goals at the mid-decade and outlined priorities for action during the remainder of the decade.

An inter-agency Steering Committee decides the EFA Forum's workplan, which is carried out by the EFA Forum Secretariat based at UNESCO headquarters in Paris, in co-operation with various partners. During the 1995-96 programme period, the Forum's core activities were funded by contributions from Denmark, Finland, Italy, the Netherlands, Norway and Sweden, as well as the Forum's five "Convenors": UNDP, UNESCO, UNFPA, UNICEF and the World Bank.

The EFA Forum's current programme (1996-99) has three specific objectives:

- To strengthen EFA monitoring and co-ordinate the end-of-decade assessment of progress towards EFA;
- To reinforce and extend the EFA alliance, particularly to work with partners who shape public opinion and policy; and
- To promote and accelerate EFA action in the developing countries through advocacy and support activities carried out at regional and global levels.

The EFA Forum is working closely with the World Association of Newspapers to promote better media coverage of important education issues and the use of newspapers as learning materials in schools and in out-of-school basic education.

The Forum Secretariat publishes the quarterly *EFA 2000 Bulletin* in five languages, a series of topical reports entitled *Education for All: Status and Trends*, as well as occasional brochures and papers. It also maintains an Internet Web site, http://www.education.unesco.org/efa that posts all its principal documents, basic EFA texts and current news items.

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The WORLD ASSOCIATION OF NEWSPAPERS

is the global organization for the newspaper industry. A major part of its mission is to encourage newspaper reading and to defend and promote press freedom worldwide. Founded in 1948, the World Association of Newspapers (WAN) includes fifty-seven national newspaper publisher associations, individual newspaper executives in ninety countries, seven regional press organizations and seventeen agencies.

In 1991, WAN established a Newspapers in Education (NIE) project to provide a global exchange of information on the use of newspapers in education and to encourage young people to become newspaper readers. NIE Committee members are newspaper publishers and other managers with NIE interests, or the NIE co-ordinators of newspaper publishers associations.

Projects have included:

- a permanent exchange of NIE information.
- publication of an NIE Newsletter in French and English.
- creation of a Web site—www.fiej.org—with worldwide links to NIE sites in four languages.
- founding of an electronic World Young Reader Network, linking newspapers around the world.
- regular publication of a world survey of NIE programmes.
- worldwide research about the young and newspapers.
- organization every two years of an International NIE Conference. The latest Conference, held in September 1997 in São Paulo, Brazil, attracted 273 participants from 33 countries. The next one is scheduled for 8 to 11 September 1999 in Brussels, Belgium.

The World Association of Newspapers (WAN)
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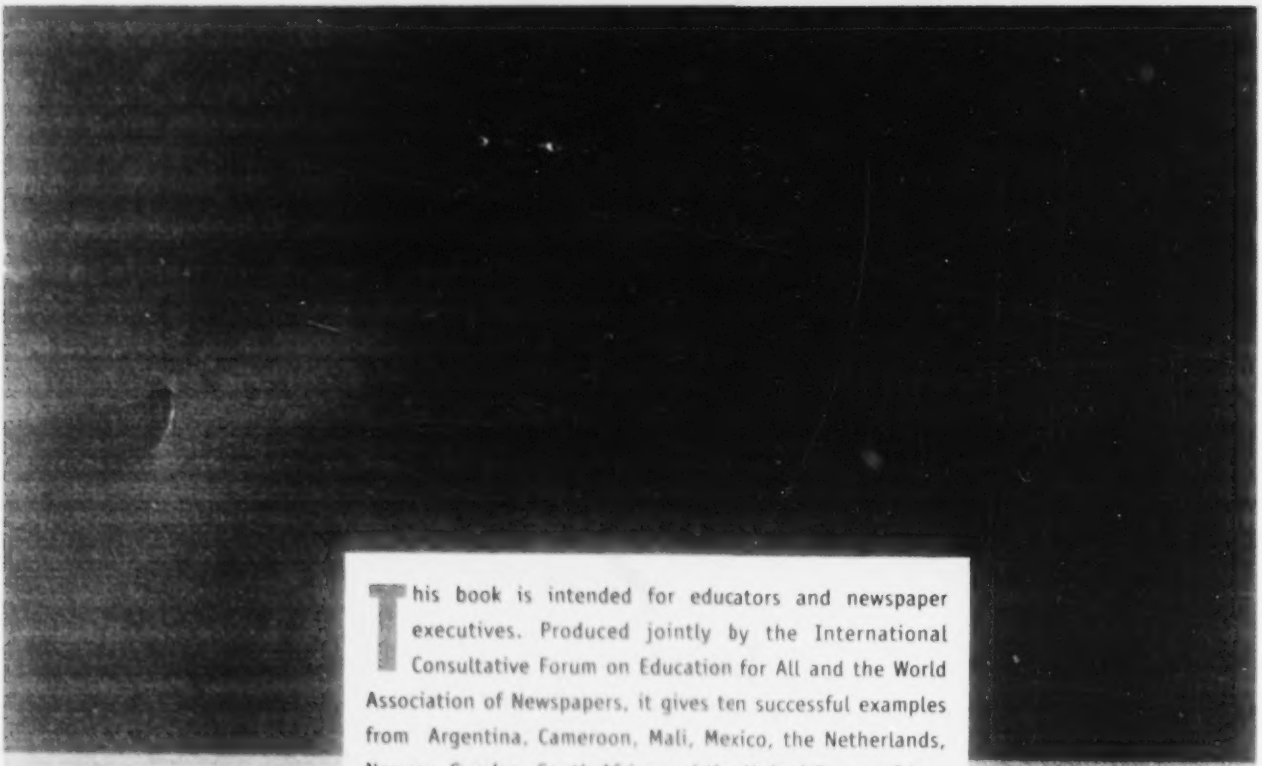

This book is intended for educators and newspaper executives. Produced jointly by the International Consultative Forum on Education for All and the World Association of Newspapers, it gives ten successful examples from Argentina, Cameroon, Mali, Mexico, the Netherlands, Norway, Sweden, South Africa and the United States of how newspapers can contribute to meet the basic learning needs of adults.

By reaching out to out-of-school young people, older adults and particularly new-literates, i.e. those with newly acquired reading skills, newspapers can make a major contribution to adult learning. By using newspapers in their classes, educators can efficiently promote learning, critical thinking, creativity and resourcefulness in learners of all ages. By using newspapers in adult learning, they can also actively promote freedom of expression and democracy.

Published by UNESCO

for the International Consultative Forum on Education for All and the World Association of Newspapers

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